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ABSTRACT

Ten mainstreamed learning disabled high school students received treatment with an informal assessment and an educational plan. Analysis of pre and post tests (Peabody Individual Achievement Test, Revised Piers-Harris Self-Concept Scale, and Teacher Perception Survey) indicated that Ss performed better on achievement tests, were enrolled in more regular classes, and received passing grades in a greater percentage of regular classes than did control group Ss. Little difference between the two groups was found on self concept, student attitude and attendance. Teachers of experimental Ss expressed greater confidence in their own ability and greater understanding of the Ss' problems than teachers of control Ss. (CL)

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AN EVALUATION STUDY OF THE EFFICACY OF PUPIL EDUCATIONAL PLANS AS DEVELOPED BY SCHOOL ASSESSMENT TEAMS IN THE SEQUOIA UNION HIGH SCHOOL DISTRICT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GRANT REPORT #76-102-AE

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ABSTRACT

This report describes a study conducted in 1976-77 of the effectiveness of using IEPs with EH students who have been mainstreamed.

Two groups of mainstreamed high school Learning Handicapped students were given pre and post tests to evalute achievement and self concept. They were also surveyed regarding their attitudes toward the regular classes in which they were enrolled. In addition, data was collected regarding frequency of attendance, and grades. These students were chosen from the population of certified Learning Disabled in two separate high schools. At one school, an experimental group of 10 students received further assessment as part of the Educational Plan treatment. The control group was not provided with Educational Plans. Regular classroom teachers of both the control and the experimental groups were surveyed (pre and post) regarding attitudes toward Learning Handicapped students in their classes. It was expected that the treatment of the Educational Plan would make a difference in the performance and attitude of the experimental students, and also in the attitudes of regular classroom teachers toward them.

Results indicated that experimental students performed better on achievement tests, were enrolled in more regular classes, and received passing grades in a greater percentage of regular classes than did control group students at the end of the treatment period.

Regular classroom teachers of experimental students expressed greater understanding of their Learning Handicapped students, and greater confidence of their ability to deal with similar problems in the future than did teachers of control group students. The experimental teachers also felt they had ideas for helping students improve achievement to a greater extent than did control teachers.

Students' scores on a self-concept survey did not provide enough evidence to indicate a relationship between self concept and the use of educational plans. Other measures of student attitude, attendance and responses to a student attitude survey, revealed little difference between the two groups.

Although the study provided some data to support the use of Castro Valley Model Educational Plans as a tool for Mainstreaming, the small size of the sample and the complexity of the problems encountered made it apparent that more research is needed at the high school level.

FOREWORD

Statement of Funding:

The study reported here was part of a program of research in Special Education in the Department of Pupil Personnel Services, Sequoia Union High School District.

The study was carried out during the academic year 1976 - 77 under the auspices of the Special Education Research Program, supported by Grant No. 76-102-AE between the State Department of Education and the Sequoia Union High School District.

Disclaimer:

The full report is reproduced here in this form for distribution as a technical report under the grant, and in order to make complete findings available for others engaged in this research area. Results of this study are the sole responsibility of the investigators. Official endorsement of the California State Department of Education or the Sequoia Union High School District is not implied.

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Lastly, a special note of thanks to the students themselves, whose positive energy and co-operation was a source of satisfaction to all associated with the study.

T. W. Stephens

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Chapter 1

INTRODUCTION

Methods to facilitate mainstreaming are being studied in many places. Few of these methods are designed for adolescents in high school settings. It is practical to evaluate and study the mainstreaming concept at the high school level before making commitments toward particular methods of scheduling special education students into regular high school programs.

BACKGROUND

The philosophy of mainstreaming Special Education students in public schools will soon become public policy in the state of California. The California Master Plan for Special Education will mandate the integration of Learning Handicapped students in both elementary and secondary schools.

Methods to facilitate mainstreaming are being attempted in various districts and demonstration centers throughout the state. To date, the emphasis has been at the elementary level. Elementary teachers have responded favorably to the Educational Plan - Resource Center model now being demonstrated in the Castro Valley Team Learning Center under Title VI funding.

In Castro Valley, help is offered to both the student and the regular classroom teacher. It is expected that both will benefit from the information gained in an informal assessment, and from the suggested strategies which are an important part of the Educational Plan.

The Educational Plan recommends specific instructional strategies, as well as an organized, informal assessment of a child's learning patterns.

The Center has recently begun providing this service to secondary school teachers. At Encinal High School in Alameda, a Resource Center has been established according to the Castro Valley model. The Sequoia Union High School District has participated in training sessions at Castro Valley. Individuals from the Sequoia District who received training are now prepared to assess students and write educational plans, using the Castro

Valley instruments with some modifications.

Unique problems exist at the secondary level. High schools are generally subject matter oriented. Most students have at least five different teachers during the course of the day; many of them change classes at least once during the school year. Lack of funds and space limit the extent to which resource centers can be developed. Personnel are often restricted in their ability to communicate about individual students, due to large student and staff populations and complicated, tight schedules.

Perhaps the implementation of educational plans to facilitate mainstreaming at the high school level will require some modification of present methods, as demonstrated in Castro Valley. The Sequoia Union High School District's Pupil Personnel Department intends to study the feasibility of Educational Plans as a mainstreaming technique.

Chapter 2

REVIEW OF LITERATURE

Maynard C. Reynolds, in one of the most crucial statements recently made regarding the education of exceptional children, used the term "mainstream" in 1971:

> It is the primary goal of special educators to help build accomodative capacities for exceptional children in mainstream educational programs. It is counted as a gain whenever special educators can assist regular school personnel in becoming resourceful enough to manage the education of exceptional children...[1]

Since Lloyd M. Dunn (1968) called for regular class placement for exceptional children, mainstreaming has become an increasingly popular educational philosophy. For purposes of this study, "mainstreaming" refers to attempts by special educators to program learning handicapped students into regular classroom settings. "Regular" classes are those classes which are not funded for exceptional students, and whose populations include students of normal ability.

The single most striking feature of literature regarding mainstreaming adolescents is its scarcity. Susan E. Davis, (1975), in her recent study of administrative attitudes toward mainstreaming notes: "There is a lack of information at the secondary level....This area of mainstreaming needs to be clarified."[2] Davis also alludes to the "paucity of reports of actual mainstreaming programs with supportive data."[3]

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[1]Reynolds, Maynard C. et al., "Policy Statements: A Call for Response." Exceptional Children. 37 (February, 1971) p.255.

[2]Davis, Susan E., Some Factors Affecting Administrator's Opinions of Recommended Mainstreaming Procedures. Hayward, 1976, p.66.

[3]Davis, page 20.

The prominent authority in the education of the learning disabled, Janet W. Lerner, (1976), is concerned about the complexity of problems affecting adolescent programs. She notes that "...mainstreaming programs are still in developmental stages, and evaluation of projects is needed, ...it is necessary to develop good testing and assessment instruments for the student at the secondary level."[4]

Because of the small amount of research in the needs of adolescent learning handicapped students, and the relative scarcity of curricula for them, and because mainstreaming is a new, untested concept at the high school level, methods need to be carefully studies. The purpose of this study is to provide information about the merits of educational plans as a means to facilitate mainstreaming.

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[4]Lerner, Janet W., Children with Learning Disabilities. 2nd Edition. Houghton Mifflin, Boston, 1976. p.354.

Chapter 3

STATEMENT OF PROBLEM, METHOD, AND HYPOTHESIS

STATEMENT OF PROBLEM

Will educational plans, written according to the Castro Valley model, be effective in producing desirable attitude and behavior changes on the part of secondary Learning Handicapped students in regular classroom settings? Will regular classroom teachers find educational plans a useful method to facilitate the placement of Learning Handicapped students in their cl-sses? The purpose of this study is to provide insight into these and the following related questions.

At the end of the third academic quarter, all results were collected, compared and evaluated. It was expected that the following questions would be answered.

Related Questions

1. Do Learning Handicapped students with Educational Plans achieve higher grades in regular classrooms than those without plans?

2. Do Learning Handicapped students with Educational Plans perform better on achievement tests after the treatment period? Is the improvement significant when compared with scores of students without plans?

3. Does the introduction of Educational Plans result in improved self-concept on the part of mainstreamed students? Is self-concept measurably different between experimental and control groups?

4. Is there an improved attitude toward school on the part of students with Educational Plans, demonstrated by attendance?

5. Do regular classroom teachers have a better attitude toward teaching Learning Handicapped students with Educational Plans than teachers of Learning Handicapped students without Educational Plans?

HYPOTHESIS

Educational plans developed for mainstreamed high school students will result in desirable attitude and behavior changes on the part of students.

Related Hypothesis

Regular classroom teachers of mainstreamed Learning Handicapped students who receive individual educational plans for those students will respond more favorably to mainstreamed students than teachers who do not receive educational plans.

METHOD

Subjects

This study took place at two Sequoia Union High School District schools. At Menlo-Atherton High School, ten Learning Handicapped students received treatment with an informal assessment (Castro Valley Model) and an Educational Plan. These students were tested (pre-post) and the results were compared to a control group of ten students at Sequoia High School. The control group students did not receive educational plans. Both groups, experimental and control, included only students identified as Learning Disabled by school Admissions and Screening Committees. All students were scheduled into regular classes for the major part of the school day. For purposes of this study, regular classes refers to classes which are not funded as part of special education programs, and which include students of normal ability in their populations. This study was limited to students identified as Learning Disabled and does not include the mentally retarded or physically handicapped.

Instruments

Pre and Post Instruments

Peabody Individual Achievement Test
Revised Piers-Harris Self-Concept Scale
Teacher Perception Survey

In addition to these pre and post instruments, data were collected in two other areas: attendance and grades. These data were collected twice, once at the end of the first academic quarter, and again following the third academic quarter.

Instruments, cont'd

A Teacher Perception Survey was administered during October and at the beginning of April. This survey included questions regarding regular teachers' attitudes toward mainstreamed students.

Design

Experimental, control group design was followed, with pre and post testing.

Procedure

At the beginning of the school year, data was collected on the experimental group at Menlo-Atherton and the control group at Sequoia High School. Further assessment, according to the Castro Valley model, continued as part of the treatment for the experimental group. (See appendix A). Educational plans, with an informal assessment of the individual student's learning style, and suggested strategies, were written and distributed to regular classroom teachers of experimental group students after the end of the first quarter. The teachers, as well as the counselor, were invited to share information contained in the educational plan, which was distributed by the Special Education teacher. Consultation was offered in implementing strategies suggested in the educational plan. Throughout the treatment period, a log was maintained by the Special Education teacher. This log contained dates and descriptions of contacts with teachers who solicited help regarding the educational plan, or commented on the progress of experimental students in their classes.

Teachers of both experimental and control students received a Teacher Response Survey at the beginning and the end of the treatment period. The results of the survey indicate possible differences in attitudes toward mainstreamed students and toward the concept of mainstreaming.

Chapter 4

STATISTICAL APPROACH/ANALYSIS

Since this study was exploratory in what was intended to be its initial year, and since empirical research findings were not available for predicting results in one direction(single tailed test of significance), the statistical treatment of the data was limited to gains measured in raw scores and percentages. If the study had been refunded for a second year, per original plan, the achievement test scores would have been subject to more sophisticated treatment such as an appropriate analysis of variance design. Also the student grades, attendance data, class enrolments, and self-concept scale scores together with those for the teacher instruments would have been treated for statistical significance and evidence of null hypothesis rejection in the second year.

Nevertheless, the use of experimental and control groups and a pretest posttest design permitted data analysis on the following criterion variables:

1. Gains in basic skills were measured in terms of grade equivalent scores on the Peabody Individual Achievement Test. Both individual and group grade level pretest, posttest and gain scores are reported for the experimental and control groups. (See pages 16,32,33). Basic skill areas measured consisted of reading, math, spelling, and general information.

2. A second measure of educational achievement was the comparison of first and third quarter grades for the two groups. They were analyzed in terms of percentages on a six point scale (A through NC and CR) obtained by each group in regular or mainstreamed classes. These are reported on page 18.

3. The attendance records of individual students in both the experimental and control group for the first and third quarters were compared. The number of class periods missed in relation to the total number of class periods taken during the treatment period are reported for each group on page 11.

4. In addition, the number of regular and special(LD) classes taken are reported for each group on page 14. Percentages of students

in each group taking regular classes at the beginning and ending of the second quarter were used to indicate treatment results on this dependent (which proved to be a non-dependent) variable.

5. Treatment effects on changes in self-concept of students were measured through gain scores on the revised Piers-Harris test. The failure to show "growth" in the desired direction may be due to several factors including the nature of the test and/or a treatment period that is too short for measurable effects to take place.

6. The effect of giving teachers Individual Education Plans on their attitudes and perceptions of Learning Handicapped students was measured via a Teacher Perception Inventory, a self-report instrument modified for this study from an inventory used previously in a dissertation. The statements to which the teacher is asked to respond on a five point scale are worded in such a manner as to be appropriate for pre and post testing. Gain scores for the two teacher groups are reported on page 36.

7. In addition the Resource Teacher conducting the experiment kept a log showing frequency and quality of regular class teacher controls regarding experimental and control students. The observation reported was based on the frequency or number of quality contacts made by each group of teachers.

8. Finally, raw score differences on a Teacher Response Survey were obtained on each group. This is a "customer satisfaction" type of instrument relating directly to the objectives of the study and given at the end of the treatment period.

In summary, multiple measurements were made of the experimental and control groups on a pre and post test basis. The data were treated in terms of raw score gains and percentages, designed to show descriptive effects of the treatment variable. Whereas both encouraging and negative effects were obtained from these descriptive findings offering some guidance to educators, the results were obtained on a small sample. Hence further investigations, including use of appropriate sophisticated statistical models, are needed. This study makes a contribution to the almost non-existent controlled research, particularly for the secondary level.

Chapter 5

PRESENTATION OF DATA AND RESULTS

THE STUDENTS

For purposes of data presentation, experimental group students were assigned numbers 1-10. Control group students were assigned letters A-J. These designations remained constant, i.e., student #9 on the Attendance Table, is student #9 on the PIAT Table.

On three tables, Table 1 Attendance, and Tables 6 and 7 Revised Piers-Harris Self-Concept for Children Survey, student scores were shown in pairs for ease of comparison and to simplify data presentation. Thus, student #1, the experimental student, is compared to student A, the control student. No attempt was made to match students by age, test score, sex, or any other criteria, and numbers and letters were assigned randomly.

Attendance

At the end of the third academic quarter it was expected that evidence would be provided to help answer the following question:

> Is there an improved attitude toward school on the part of students with Educational Plans, demonstrated by attendance?

The attendance records of both experimental and control group students were tabulated twice, once in October, for the 43 days of the first quarter, and again in April, for the 44 days of the third quarter. Educational plans for experimental group students were introduced during the second quarter.

In Table 1, attendance behavior for individual students is expressed as the number of classes in which the student was enrolled, over the total number of class periods missed for reasons other than health or other excused absences.

Experimental students are designated by number, control by letter. Totals expressed are the number of classes in which students were enrolled times the number of days in the quarter, and the number of class periods missed.

Table 1

STUDENT ATTENDANCE

number of classes
number of periods missed

PRE 1st QUARTER				POST 3rd QUARTER			
Experimental		Control		Experimental		Control	
1	7/9	A	6/5	1	6/19	A	6/3
2	6/1	B	6/1	2	6/8	B	6/0
3	5/9	C	6/0	3	6/36	C	4/0
4	6/5	D	6/23	4	6/9	D	6/4
5	5/30	E	6/3	5	4/11	E	5/3
6	6/20	F	6/12	6	6/23	F	6/23
7	5/15	G	5/25	7	5/43	G	5/67
8	6/25	H	6/2	8	6/30	H	6/2
9	6/38	I	6/49	9	5/42	I	4/74
10	6/13	J	6/5	10	6/24	J	6/10

	1st QUARTER		3rd QUARTER	
	E	C	E	C
TOTAL CLASS PERIODS ENROLLED	58x43=2494	59x43=2537	56x44=2464	54x44=2376
TOTAL ABSENCES	165	137	244	196
PER CENT APSENCES	7%	5%	10%	8%

Control 3% gain in absences

Experimental 3% gain in absences

During the first quarter, experimental group students were enrolled in a total of 58 classes, and missed a total of 165 class periods during the 43 day quarter.

During the same quarter, control group students were enrolled in a total of 59 classes, and missed 137 periods.

Both groups missed more class periods during the third quarter of 44 days. When attendance patterns in absences are expressed as percentages, both groups showed a 3% increase over the first quarter. These results do not provide enough evidence to answer the question: "Is there an improved attitude toward school on the part of students with Educational Plans, demonstrated by attendance?" Nor do they support the original hypothesis:

Educational Plans developed for mainstreamed high school students will result in desirable attitude and behavior changes on the part of students.

when attendance is considered an expression of attitude and behavior. Other factors, such as the difference in attendance accounting procedures at the two schools, and possible differences in patterns of attendance in the general populations of the two student bodies, were involved. There is not enough evidence to show that Educational Plans are related to attendance behaviors.

Class Enrollment

When this study began, both experimental and control students were mainstreamed: that is, they all were enrolled in regular classes for the major part of the school day. During the treatment period, experimental students were encouraged to remain enrolled in their regular classes, while control students' programs were allowed to change as recommended by the counselor. By the end of the third quarter, most students' programs had undergone some changes. A comparison was made between the two groups to determine whether either group was enrolled in more regular classes in the Spring.

On Table 2, (CLASS ENROLLMENT COMPARISONS), the total number of classes taken, special or regular, is shown for both the first and the third quarter.

The experimental group was enrolled in a total of 52 classes, while the control group was enrolled in a total of 57 classes. Both groups were enrolled in less classes after the third quarter. Control group students' programs changed more than experimental students. They took more regular classes first quarter, and fewer regular classes third quarter than experimental students.

The number of regular classes in which control group students were enrolled declined for the third quarter, while the number of special classes in which they were enrolled increased.

The experimental group students were enrolled in fewer special classes during the third quarter than the first quarter. Experimental students' regular class enrollment represented 82% (a 5% gain) of their total classes at the end of the third quarter, while control group students' regular class enrollment represented 73% (a 2% decline) of their total number of classes.

These results indicate that students with educational plans were mainstreamed to a greater extent during the third quarter than were control students: They were also mainstreamed to a greater extent than they themselves had been in the first quarter.

It seems that students without educational plans were perceived as having greater need for special classes, (since their programs were changed to include more special classes) than students with educational plans.

Table 2

CLASS ENROLLMENT COMPARISONS

	1st QUARTER		3rd QUARTER	
	E	C	E	C
SPECIAL CLASSES	12	14	9	15
REGULAR CLASSES	40	43	42	41
TOTAL NUMBER OF CLASSES	52	57	51	56
PERCENT REGULAR CLASSES	77%	75%	82%	73%

E Experimental
C Control

Peabody Individual Achievement Test

Do Learning Handicapped students with Educational Plans perform better on achievement tests after the treatment period? Is the improvement significant when compared with scores of students without plans?

This question was closely related to the original hypothesis. It was expected that the results of pre and post testing would provide evidence that experimental group students' performance would exceed that of control group students. Experimental group gains on the Peabody Individual Achievement Test administered in April were considerably greater than control group gains.

Both groups were given the Peabody Individual Achievement Test in October, and again in April, as a posttest. The treatment period for students with educational plans was six school months. Scores on Tables 3, 4, and 5 are expressed as grade level equivalents. Table 3, the mean PIAT scores for both groups, includes mean totals and differences. Tables 4 and 5, including all scores for both groups, are found in the Appendix.

The mean scores of both groups improved on the posttest, however, the experimental group had a mean gain of 1.5 grade levels, while the control group had a mean gain of .8 grade levels. The students with educational plans performed notably better on the posttest than did the control group students without educational plans.

Subtests

On the five subtests of the Peabody Individual Achievement Test, both groups showed gains on the posttest, with the exception of the control group performance on the Spelling test. (-.5 grade level decline). The experimental group showed their greatest gain on the same subtest (1.1) grade levels. The experimental group showed a notable improvement in Spelling when compared to the control group.

Experimental group gains on the Reading Recognition subtest (+1.2 grade levels) also improved notably when compared with control group gains (+.3 grade levels).

Performance on the General Information subtest also revealed difference between gains for the two groups. Both groups mean score improved on the posttest by more than one grade level. The experimental group gain (+2.9 grade levels) was considerably higher than the control group gain (+1.4 grade levels).

Table 3

MEAN PIAT SCORES

I MATH
II READING RECOGNITION
III READING COMPREHENSION
IV SPELLING
V GENERAL INFORMATION

	EXPERIMENTAL			CONTROL		
	Pre	Post	Difference	Pre	Post	Difference
I	7.8	8.4	.6+	6.7	7.7	1.0+
II	5.5	6.7	1.2+	5.6	5.9	.3+
III	5.1	6.6	1.5+	5.2	7.1	1.9+
IV	4.6	5.7	1.1+	4.1	3.7	.5-
V	6.6	9.5	2.9+	7.7	9.1	1.4+
TOTAL	5.8	7.3	1.5+	5.6	6.4	.8+

Subtests, cont'd.

The control group's mean score on both the pre (5.2) and post (7.?) Reading Comprehension subtest was slightly higher than the experimental group's (pre 5.1, post 6.6). Control group gain (+1.9 grade levels) was also greater than experimental group gain (+.5 grade levels).

On the Math subtest, control group gain (+1.0) was also greater than experimental group gain (+.6).

These pre-post results indicate that experimental group students with educational plans performed notably better on the post Peabody Individual Achievement Test, than did control group students without educational plans. Both groups of Learning Handicapped students improved more than would be expected for the six-month (two academic quarters) treatment period.

Thus, the original hypothesis, "Educational plans developed for mainstreamed high school students will result in desirable attitude and behavior changes on the part of students." is supported by evidence from this study.

Grades

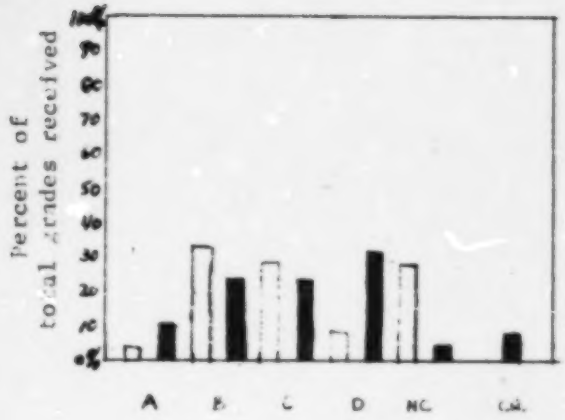
The interim report grades of both experimental and control group students were collected for purposes of comparison at the end of the first quarter and again at the end of the third quarter. On Figure 1, Regular Class Grades Received, letter grades are designated along the horizontal axis. The vertical axis represents percent of total grades for each group. Thus, the upper graph represents all grades received in regular classes first quarter, while the lower graph represents all grades received in regular classes third quarter.

During the first quarter, before educational plans were distributed, experimental group students received a higher percentage of A's, D's, and Credit grades than did control group students. Control group students failed a higher percentage of classes (NC) but also earned more B's and C's than did experimental students.

During the first quarter, before educational plans were distributed, experimental group students received a higher percentage of A's, D's, and Credit grades than did control group students. Control group students failed a higher percentage of classes (NC) but also earned more B's and C's than did experimental students.

FIGURE 1

first Quarter



EXPERIMENTAL

100% = 40 grades

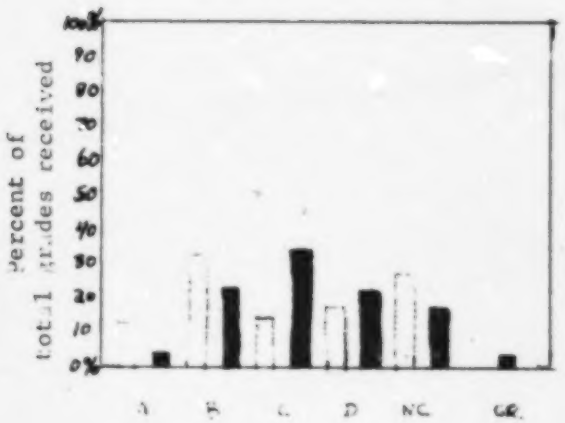
CONTROL

100% = 43 grades

NC--No credit (not passing)

CR--Credit (passing)

Third Quarter



EXPERIMENTAL

100% = 42 grades

CONTROL

100% = 41 grades

Grades, cont'd.

During the third quarter, the number of students with educational plans to fail (NC) increased, but experimental students received a smaller percentage of failing grades (NC) than did control group students, without educational plans. The percentage of C's and D's for students with educational plans increased the third quarter, and the percentage of A's decreased. Control group students received a higher percentage of A's and D's the third quarter in regular classes, compared to first quarter.

These results indicate that students with educational plans passed a greater percentage of their regular classes (84%) than did control group students (72%).

The experimental group's grades tended to fall in a normal bell curve skewed slightly toward the lower end of the grading scale. The control group grades were more scattered, and they received 13% average grades (C), while the students with educational plans received 34% C's.

Differences in grades for special classes between the two groups were not remarkable.

These results do not provide enough evidence to support the original hypothesis, or answer the related question: "Do Learning Handicapped students with Educational Plans achieve higher grades in regular classrooms than those without plans?" Further study is clearly needed to determine the relationship between Educational Plans and student grades.

It must be noted that experimental students were encouraged to remain in regular classes, while control students were allowed to pursue program changes with their counselor. Since experimental students were also enrolled in a greater percentage of regular classes during the third quarter, their grades could reflect the probable greater difficulty of their classes.

Revised Piers-Harris Children's Self-Concept Scale

Tables 6 and 7 represent all students' scores on the Piers-Harris Revised Self-Concept Scale. Table 6 is the pre-test, administered in October, and Table 7 is the posttest, administered in April.

Does the introduction of Educational Plans result in improved self-concept on the part of mainstreamed students? Is self-concept measurably different between experimental and control groups?

This study provided no evidence which would indicate that a difference in self-concept scores results when Educational Plans are introduced. Both the control group's and experimental group's mean raw scores on the Revised Piers-Harris Children's Self-Concept Scale are better than half the total possible raw score (80). This is true of the pre-test, where the mean score for control students, (51.0), was higher than the mean score for experimental students, (49.6), and also true for the posttest, where the mean score for control students increased (58.0), while the mean score for the experimental group (49.4), did not differ notably from the pre-test.

These results indicate that the self-concept scores of students without educational plans shifted in a positive direction while those of students with educational plans essentially did not change.

While the study did not provide evidence to support the original hypothesis, when self-concept scores are used as a measure of attitude change, other factors should be considered. One such factor is the probability that experimental group students were encouraged to stay in their regular classes by their teachers, even though they might have perceived themselves as doing poorly, while control group students were possibly given more opportunities to make program changes. This possible difference in treatment of the two groups could have resulted in more positive control group attitudes. This factor should also be considered when student grades (Figures 1 and 2) are studied.

THE TEACHERS

At each school, teachers of the students were asked to respond to statements regarding their own attitudes toward individual students in their classes, and toward key concepts of mainstreaming, on a Teacher Perception Survey. The surveys were taken at the end of the first quarter, and again at the end of the third quarter.

Because of the number of program changes, only those teachers who retained students for the entire school year were used as subjects for this study. However, all current teachers of each student were given the opportunity to respond to the survey both times. For purposes of this study, experimental group teachers are those teachers who retained experimental group students during the entire treatment period (two academic quarters), and responded to both the pre and post survey. Control group teachers are teachers of control group students who retained the students for the same period of time and responded to both the pre and post surveys. There were ten teachers in each group.

Teacher Treatments

Control Group Teachers - received assistance in the normal manner - information from the school counselor regarding the student's past achievement. These teachers were also informed of the student's status as a Learning Handicapped student. No other assistance was offered unless it was considered part of the usual duties of the counselor, school psychologist or Special Education teacher.

Experimental Group Teachers - received this minimal assistance, and in addition:

1. participated in the development of the Educational Plan by stating personal observations of student behavior and classwork prior to the drafting of the Educational Plan.

2. participated in on-going communication with the Special Education teacher regarding the student and his classwork and behavior.

3. received a copy of an Individual Educational Plan prepared by the Special Education teacher after consultation with other members of the School Appraisal Team.

4. agreed to encourage Learning Handicapped students to remain in their classes rather than drop if classwork was preceived as difficult.

Teacher Contact Log

During the treatment period, a record was maintained of the number of contacts between the special education and the experimental teacher. This record included information regarding who initiated the contact, whether it was positive or negative, and what future steps would be taken regarding specific students.

When records of the number of experimental teacher contacts with the Special Education teacher were complied, no relationship was found between the number or quality of the contacts and the level of class achievement (grade) of the experimental student.

Experimental Group Teachers were also asked to respond to a specific statement about the effectiveness of the educational plan at the end of the study.

Statement: "I believe that the information contained in the Educational Plan for this student has contributed to his successful performance in my class."

Results:

2	Strongly Agree
8	Agree
1	Undecided
1	Disagree
0	Strongly Disagree

These results indicate that regular classroom teachers found educational plans to be a useful tool for mainstreaming Learning Handicapped students.

The remaining survey items were chosen to elicit information about the teachers' attitudes toward both the students and toward their own ability to effectively teach Learning Handicapped students in a regular class setting. Since some teachers had more than one student enrolled there were more responses than the number of teachers.

Two items were restated on the post survey, due to confusion expressed by some teachers. "I have little idea of what should be done to change this student's achievement to a more desirable level" was re-written as "I have some ideas for helping change this student's achievement to a more desirable level." "I do not feel confident of my ability to work effectively with this kind of problem in the future" was re-written as "I

Teacher Contact Log, cont'd.

feel confident of my ability to work effectively with students with similar learning problems in the future."

The number of responses does not equal the number of teachers, because some teachers had more than one student. There were ten teachers in each group, and twelve experimental group responses and thirteen control group responses.

Teacher Responses

Experimental group teachers received Educational Plans during the second quarter, and it was expected that they would respond more positively to the Learning Handicapped students in their classes, than would teachers of control group students.

Thirteen control group responses, and twelve experimental group responses were tabulated to compare results. (Table 8, TEACHER RESPONSES)

In October, before receiving Educational Plans, four experimental teachers and three control teachers agreed or strongly agreed they had a good understanding as to why the individual student performed as he did. By April, more experimental teacher responses (10) than control (4) expressed understanding of their Learning Handicapped students.

More experimental group teachers' responses (8) expressed confidence in their ability to deal with similar students in the future. Only 6 of the 13 control group teachers' responses expressed confidence.

Both experimental and control teachers felt that the presence of these students in their regular classes did not handicap the academic progress of the class. This attitude was expressed more strongly in the Spring than in the Fall. In April, ten experimental group teachers' responses and twelve control group teachers' responses indicated taht the students' presence did not negatively affect class progress.

Educational plans contained some suggestions and strategies for helping individual students to achieve in their regular classes. Before the plans were introduced, four experimental group teachers agreed that they had little idea of what should be done to change students' achievement to a more desirable level. On the post Teacher Response Survey, this item was restated. Teachers responded to the atatement "I have some ideas for helping change this student's achievement to a more desirable level."

Teacher Responses, cont'd.

By April, all teachers who received educational plans expressed that they had ideas for helping change student's achievement, and only half of the teachers of students without educational plans expressed that they had ideas.

The Castro Valley model educational plans are designed to describe student learning styles. It was expected that teachers with educational plans would feel that they knew how the individual Learning Handicapped students learned best. In April, six experimental teachers and five control group teachers agreed that they knew how the student learned best. Four experimental and eight control group teachers were undecided. Two experimental group teachers disagreed, one of the two strongly disagreed that they knew how the student learned best.

It was expected that teachers without educational plans would be more likely to feel that Learning Handicapped students could best be served by someone other than themselves; remedial efforts and home. Results proved otherwise. In April, half the experimental group teachers agreed that the student could best be served elsewhere, three of those six strongly agreed. Only two control group teachers agreed, and ten control group teachers were undecided about this item. Two experimental teachers were undecided, and two disagreed; two strongly disagreed that the students could best be served by someone other than themselves.

Results of the Teacher Response Survey indicate that regular teachers with educational plans 1) felt that the educational plans contributed to student success, 2) felt they had a good understanding of the reasons for students' achievement, 3) felt they had ideas for helping these students achieve, compared with teachers without Educational Plans. At the same time, experimental teachers were more likely to feel that the student could best be helped with his problems through the remedial efforts of someone else.

Teacher Responses, cont'd.

These results support the related hypothesis:

Regular classroom teachers of mainstreamed Learning Handicapped who receive individual educational plans for those students will respond more favorably to mainstreamed students than teachers who do not receive educational plans.

All of the teachers with educational plans agreed that the "infor- contained in the Educational Plan for the student contributed to his successful performance."

The possibility exists that the teacher sample was skewed, since experimental teachers and students were encouraged to remain together, while control group students were allowed to seek program changes, and control teachers were not encouraged to keep them.

Teacher responses clearly indicated that Educational Plans were perceived by teachers to be an effective tool for aiding student performance in regular classes.

The study also provides a positive answer to the related question:

Do regular classroom teachers have a better attitude toward teaching Learning Handicapped students with Educational Plans than teachers of Learning Handicapped students without Educational Plans?

Chapter 6

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to evaluate the effectiveness of educational plans as a technique to facilitate mainstreaming in a public high school. A control group of ten mainstreamed Learning Handicapped students at Sequoia High School was compared to an experimental group of ten at Menlo Atherton High School. The experimental group was assessed according to a method developed at the Castro Valley Team Learning Center. Teachers of experimental students received educational plans, and additional consultation with the Special Education teacher.

Two hypotheses and five related questions were developed for study.

HYPOTHESES

Educational Plans developed for mainstreamed high school students will result in desirable attitude and behavior changes on the part of students.

Regular classroom teachers of mainstreamed Learning Handicapped students who receive individual educational plans for those students will respond more favorably to mainstreamed students than teachers who do not receive educational plans.

RELATED QUESTIONS

1. Do Learning Handicapped students with Educational Plans achieve higher grades in regular classrooms that those without plans?

2. Do Learning Handicapped students with Educational Plans perform better on achievement tests after the treatment period? Is the improvement significant when compared with scores of s students without plans?

3. Does the introduction of Educational Plans result in improved self-concept on the part of mainstreamed students? Is self-concept measurable different between experimental and control groups?

4. Is there an improved attitude toward school on the part of students with Educational Plans, demonstrated by attendance?

5. Do regular classroom teachers have a better attitude toward teaching Learning Handicapped students with Educational Plans than teachers of Learning Handicapped students without Educational Plans?

Some problems were encountered during the course of the study. The most crucial problem was the tendency toward program changes on the part of students. These changes made a student attitude survey unusable. The survey was intended to be a measurement of student feelings and changes in attitude toward regular classes. The survey was administered, as were all pre and post instruments, in October and in April. Results of the survey were not sufficiently accurate to provide meaningful data.

The results of another instrument, the Comprehensive Test of Basic Skills, were not considered valid, due to the intense resistance to the tests observed in both student groups. The test is not recommended for further study of high school students.

Another problem was encountered when a teacher perception survey designed to measure teacher attitudes toward Learning Handicapped students caused confusion on the part of some teachers. The post survey was redesigned and shortened to alleviate this confusion.

The results of the study indicate that students who are mainstreamed with educational plans were successfully enrolled in more regular classes, performed better in those classes, and achieved higher scores on the Peabody Individual Achievement Tests than did students

without educational plans.

More study is needed at the high school level to determine if educational plans are an effective tool for improving the attendance and self-concept of mainstreamed Learning Handicapped students.

Teachers of regular classes who received educational plans agreed that the plans contributed to the successful performance of Learning Handicapped students in their classes.

Teachers of experimental students also felt that they had ideas for helping students achieve in their classes, that they had a good understanding of how the students learned best, and that they could ceal with students with similar problems in the future.

For the group of students and teachers involved in the study, Castro Valley model educational plans proved to be effective methods for facilitating mainstreaming at the high school level.

QUESTIONS FOR FURTHER STUDY

1. Are educational plans feasible for large groups of mainstreamed students at the high school level? What is the long range effect of educational plans? (Four years?)

2. What results will emerge from larger studies over longer periods of time?

3. What would be the effect of totally manistreaming Learning Handicapped students with educational plans, so that they were not enrolled in special classes at all?

4. What modifications can be made in Castro Valley model educational plans that will make them even more effective instruments to facilitate mainstreming at the high school level?

5. What relationship exists between patterns of attendance behavior and mainstreaming? Do students who are mainstreamed miss more classes than students who are not? How do attendance patterns of Learning Handicapped students compare with normal?

6. Do Learning Handicapped students experience more program changes during the school year than normal students? What are some factors involved in program changes for Learning Handicapped students?

7. How is self-concept related to mainstreaming? Can self-concept in adolescent Learning Handicapped students improve with placement in regular classes? What instruments can be used to measure self-concept?

The lack of information regarding high school Learning Handicapped students, and the questions which result from this study indicate a need for further reasearch on mainstreaming adolescents in public high schools.

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Appendix A

TABLE 4

EXPERIMENTAL PLAT SCORES

SUBTESTS

I MATH
II READING RECOGNITION
III READING COMPREHENSION
IV SPELLING
V GENERAL INFORMATION

STUDENT	PRE/OCTOBER						POST/APRIL					
	I	II	III	IV	V	TOTAL	I	II	III	IV	V	TOTAL
1	5.7	3.8	4.1	3.4	7.0	4.5	9.6	4.2	5.8	3.8	7.8	5.0
2	9.6	4.1	5.5	4.2	7.0	5.8	9.9	8.1	5.8	4.9	11.3	7.7
3	4.9	4.5	5.0	3.7	4,8	4.6	6.0	5.6	6.2	3.4	9.4	5,6
4	4.9	1.8	2.9	3.5	5.0	3.6	5.3	3.0	3.1	3.8	6.5	4.2
5	12+	12+	12+	6.2	10.7	11.3	8.4	12+	12+	7.1	12+	11.6
6	11.3	8.4	5.8	6.0	9.4	7.7	12+	11.5	9.6	8.9	12+	10.8
7	6.4	7.0	4.5	8,0	6.0	6.3	8.4	8.1	6.8	12+	10.3	10.0
8	9.9	4.4	3.3	4.1	6.5	5.1	8.4	6.0	5.3	6.7	10.7	7.1
9	3.4	2.6	3.3	2.0	4.4	3.1	3.8	3.3	3.8	2.0	6.8	3.8
10	9.9	6.2	4.7	4.9	5.6	6.0	12+	5.6	8.1	4.6	7.8	7.7

Appendix B

TABLE 5

CONTROL PIAT SCORES

SUBTESTS

I MATH
II READING RECOGNITION
III READING COMPREHENSION
IV SPELLING
V GENERAL INFORMATION

STUDENT	PRE/OCTOBER						POST/APRIL					
	I	II	III	IV	V	TOTAL	I	II	III	IV	V	TOTAL
A	7.4	4.8	3.5	5.6	7.5	5.3	6.0	4.4	5.0	3.7	7.2	5.1
B	8.6	3.0	4.1	3.0	5.8	4.5	8.4	4.0	3.8	2.2	7.0	4.5
C	8.2	6.6	6.8	3.9	10.1	6.3	7.0	7.3	10.0	3.8	11.1	7.4
D	5.3	8.6	3.2	4.6	11.1	6.0	8.2	8.6	10.4	4.2	10.7	8.4
E	4.6	7.0	8.8	3.7	7.2	6.0	7.9	7.0	9.5	5.6	8.8	7.4
F	4.0	3.5	4.5	2.7	7.8	4.3	5.7	4.4	7.5	3.0	8.8	6.0
G	7.6	6.0	6.8	5.8	6.8	6.8	9.6	7.6	6.5	4.4	10.9	7.7
H	7.4	3.8	3.7	3.4	3.9	4.5	7.0	3.5	6.2	3.0	8.8	5.0
I	4.6	4.1	4.4	3.8	7.0	4.8	4.4	4.0	3.9	3.5	6.8	4.5
J	9.6	8.4	6.2	4.9	9.4	7.4	12.9	8.4	7.8	4.1	10.5	8.0

Appendix C
TABLE 6

PIERS-HARRIS/PRE-TEST

FACTORS		POSSIBLE SCORES
I	BEHAVIOR	8
II	SCHOOL	17
III	APPEARANCE	4
IV	ANXIETY	6
V	POPULARITY	8
VI	SATISFACTION	4
		80 Total Possible Raw Score

STUDENTS	I		II		III		IV		V		VI		TOTAL RAW SCORES	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C
1/A	3	5	8	9	0	2	5	5	7	8	4	4	42	56
2/B	7	8	9	8	2	3	4	3	8	8	4	4	58	60
3/C	2	8	9	9	3	0	0	5	3	7	3	4	30	28
4/D	8	6	10	9	3	2	2	4	7	5	4	4	60	52
5/E	5	7	7	8	2	1	4	4	5	7	4	4	54	48
6/F	8	4	12	8	1	2	4	4	5	8	4	4	52	50
7/G	6	4	7	5	1	3	3	4	8	8	4	4	44	44
8/H	4	7	10	11	1	2	4	6	6	8	3	4	44	64
9/I	7	6	11	8	4	1	3	5	7	8	2	4	54	42
10/J	6	8	10	14	2	3	4	6	6	8	4	4	58	68
												MEAN SCORE	49.6	51.0

Numbered Students - Experimental
Lettered Students - Control

Appendix D
TABLE 7

PIERS-HARRIS/POST-TEST

FACTORS		POSSIBLE SCORES
I	BEHAVIOR	8
II	SCHOOL	17
III	APPEARANCE	4
IV	ANXIETY	6
V	POPULARITY	8
VI	SATISFACTION	4
		80 Total Possible Raw Score

STUDENTS	I		II		III		IV		V		VI		TOTAL RAW SCORES	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C
1/A	4	5	11	7	3	2	4	5	7	8	4	4	54	54
2/B	8	8	12	10	1	3	6	2	7	8	4	4	62	60
3/C	4	7	8	10	1	3	2	4	3	7	3	3	30	28
4/D	8	8	9	14	1	1	1	7	4	7	3	3	46	70
5/E	4	7	10	9	4	1	6	4	6	5	4	4	68	52
6/F	3	6	7	9	3	2	6	4	6	7	4	4	50	58
7/G	3	5	6	7	1	3	2	4	5	8	1	4	30	50
8/H	4	7	9	13	2	4	2	6	6	8	2	4	48	70
9/I	6	7	9	9	1	3	5	4	8	8	4	4	48	58
10/J	6	8	9	8	2	3	5	5	8	8	4	4	58	60
												MEAN SCORE	49.4	58.0

Numbered Students - Experimental
Lettered Students - Control

E = Experimental

C = Control

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

Appendix E
TABLE 8

TEACHER RESPONSES

	PRE/OCTOBER			POST/APRIL			
	E		C	E		C	
1) I have a good understanding as to why this student achieves as he does.	1	SA		2	SA		
	3	A	3	8	A	4	
	5	U	6	1	U	8	
	2	D	4	1	D		
	1	SD			SD	1	
	E		C	E		C	
2) I do not feel confident of my ability to work effectively with this kind of problem in the future.		SA			SA	1	I feel confident of my ability to work effectively with students with similar learning problems in the future.
		A	3	8	A	5	
	3	U	3	2	U	4	
	8	D	6	1	D	2	
	1	SD	1	1	SD		
	E		C	E		C	
3) This student's presence in class does not especially handicap the academic progress of the class he is in.	2	SA	3	2	SA	6	
	7	A	7	8	A	6	
	1	U	2		U		
	2	D		1	D	1	
		SD		1	SD		
	E		C	E		C	
4) I feel confident that this student can best be helped with his problems through remedial efforts of someone else and of the home.		SA	2	3	SA		
	3	A	5	3	A	2	
	4	U	4	2	U	10	
	5	D	2	2	D		
		SD		2	SD	1	

Appendix E, cont'd.
TABLE 8

TEACHER RESPONSES

	PRE/OCTOBER			POST/APRIL			
	E		C	E		C	
5) I believe I know how this student learns best.		SA		1	SA		
	3	A	2	5	A	5	
	6	U	5	4	U	8	
	3	D	4	1	D		
		SD	2	1	SD		
	E		C	E		C	
6) I have little idea of what should be done to change this student's achievement to a more desirable level.	1	SA			SA		I have some ideas for helping change this student's achievement to a more desirable level.
	3	A	4	12	A	6	
	2	U	6		U	6	
	5	D	3		D		
	1	SD			SD	1	

EDUCATIONAL PLAN
TEAM LEARNING CENTER
SEQUOIA UNION HIGH SCHOOL DISTRICT

FOR _____ DATE _____

SCHOOL/Grade Menlo-Atherton - 9 PLAN BY Monalou Carter

BIRTH DATE 10/30/61 AGE 15 ADVISING TEACHER _____

COUNSELOR Diederichsen

SUMMARY

General:

Social Skills and School Relationships

Strengths: Ted is a large, good looking, overweight 9th grader who responds best to strong male figures. He has a competitive nature, which can be capitalized on in the classroom but which often causes conflict with peers. He likes to compete against other students or the clock for token prizes or praise. He is motivated to do well in school and generally tries to finish tasks assigned to him. His attendance is excellent and he has an open, positive attitude toward teachers. There is good support and understanding in the home, particularly from the father.

Ted needs and welcomes structure; he spends a lot of time "organizing" and likes to know at the beginning of class periods what is expected of him. He has had a variety of experiences and has many interests--football, model building, sports of all kinds.

Weaknesses: Ted's competitive nature creates unnecessary anxiety, and he is easily frustrated if he feels he is losing. He has a poor self-concept regarding school, his appearance, and his relationships with others. Ted tends to bully those he feels are weak and vulnerable and enjoys confrontations between other students.

He has memory problems and is often confused. He has difficulty understanding directions and needs a lot of repetition.

Specific:

Provide Ted with lots of praise for tasks completed. Allow him to compete in healthy classroom situations where he can learn to "lose" gracefully and where he will see a definite improvement in skills or rate of performance.

Notice and reward Ted for attendance and involvement in school activities. He did a good job on the frosh football team this year. Allow him to take some responsibility in the classroom (roll? running errands?) to enhance self-esteem.

Structure Ted's assignments and time into small, sequential tasks so that he can feel he has accomplished something each day. Encourage him to organize and maintain his own records of performance, perhaps charting performance daily.

Capitalize on Ted's curiosity and varied interests; ask him to express himself about new experiences and have him generate his own basic vocabulary list related to interests.

Give directions slowly, in simple terms. Ask Ted to repeat to help memory.

Page 1

Summary, Page 2

General:	Specific:
Math Strengths: Ted likes to work in highly structured situations like the Math Lab and feels he makes good progress there. He likes math even though his performance is below grade level.	Begin to introduce word problems by using money and gradually increase the difficulty and complexity of vocabulary until Ted's anxiety about word problems is reduced. Reinforce basic math vocabulary--which is more, less, etc.
Weaknesses: Ted is deficient in basic math skills. Subtraction with borrowing and division are particularly weak. He needs to improve rate of performance in all basic operations, including addition. Ted cannot do word problems because reading for meaning is frustrating and distracting for him.	
Reading Strengths: Ted likes to read orally and is highly motivated to improve his reading ability. He scored at 3.8 in Reading Recognition and 4.1 in Comprehension on the PIAT. He has learned word attack skills and uses them.	Allow some time for oral reading each day in special class; perhaps Ted could dictate his own sentences to someone else and then read them aloud (he has a good imagination and likes to make up stories). In regular classes try to provide modified versions, tapes, or a student tutor to interpret reading assignments.
Weaknesses: Ted reads very slowly, and his tendency to sound out all words (even known ones) often causes him to miss the meaning of sentences. He finds it difficult to blend sounds together and see the whole word. Ted will not be able to read most regular classroom textbooks.	
Spelling Weaknesses: Ted cannot spell. On a job application form he misspelled the name of his mother (Jaon), his street and his city. Ted will not be able to complete most written assignments in regular classes.	Allow Ted to dictate written assignments onto a tape or provide a student assistant to type his responses. He is currently involved in regular spelling assignments using basic sight words.

EDUCATIONAL PLAN

STUDENT: DATE:

TEST DATA EXAMINER DATE	EDUCATIONAL IMPLICATIONS	Priority	STUDENT OBJECTIVES LEARNING/TEACHING STRATEGIES	Obj. Met	IMPLEMENTO
Auditory Verbal Learning Date 10/8/76 Exam Pollock Repetitions / # Recalled / %ile 1 6 ____ 2 12 ____ 3 13 ____ 4 14 ____ 5 15 ____ Total 60 ____	Ted's memory for auditory input improves drastically with only one repetition.		Use repetition as a matter of course when presenting new material.		
Oral Commissions Date 10/13/76 Exam Pollock Age Eq ____ Follows 3 step directions correctly. WISC-R Similarities Date ____ Examiner ____ Score Notes:	Ted was able to listen to and follow simple 3 step directions. He got confused and made errors of sequence on 4 step directions. Ted needs auditory input - he repeated directions to himself after each step.		Do not give complex instructions which involve moving about and manipulating objects. State directions slowly, one at a time, and ask Ted to repeat them. Gradually increase complexity over a long period of time.		

Appendix G

STUDENT SURVEY

MENLO-ATHERTON LEARNING CENTER STUDENT SURVEY

Read these remarks.

If they say what you feel about this class, make an X on the number 1.

X 2 3

If they don't say how you feel, mark an X on the number 3.

1 2 X

If you think that you feel this way sometimes, or you really don't know how you feel, mark an X on the 2.

1 X 3

1.	I admit I don't know what's going on in this class.	1	2	3
2.	I want to be in this class.	1	2	3
3.	I have to force myself to pay attention in this class.	1	2	3
4.	I ask the teacher to help me when I don't understand something in this class.	1	2	3
5	I feel like I belong in this class.	1	2	3
6	I would like to get out of this class.	1	2	3
7.	This teacher tries to understand me and the way I learn best.	1	2	3
8.	This teacher helps me as much as he can.	1	2	3
9.	This teacher is fair when he grades me.	1	2	3
10.	I get in trouble with this teacher.	1	2	3
11.	I'm doing fine at school.	1	2	3
12.	I'm learning something in this class.	1	2	3
13.	I'm getting better at learning.	1	2	3
14.	I don't behave in this class.	1	2	3
15.	I'm almost always here, in this class.	1	2	3
16.	I really don't like school.	1	2	3

Appendix H

TEACHER RESPONSE SURVEY

Special Education Research Questionnaire

Student_____ Teacher_____
Date_____

Please answer the following questions, regarding this student's current performance in your _____class.

Indicate the extent to which you agree at the present time:

SA= Strongly Agree
A= Agree
U= Undecided
D= Disagree
SD= Strongly Disagree

1. This student's presence in class does not handicap the academic progress of the class he is in. SA-A-U-D-SD
2. I believe I know how this student learns best. SA-A-U-D-SD
3. I would describe my present relationship with this student as good. SA-A-U-D-SD
4. I feel that this student can best be helped with his problems through remedial efforts of someone else and of the home. SA-A-U-D-SD
5. I have a good understanding as to why this student achieves as he does. SA-A-U-D-SD
6. I have some ideas for helping change this student's achievement to a more desirable level. SA-A-U-D-SD
7. This student has a poor attitude toward this class. SA-A-U-D-SD
8. I feel extra time spent by me with this student would be worthwhile. SA-A-U-D-SD
9. I feel confident of my ability to work effectively with students with similiar learning problems in the future. SA-A-U-D-SD
10. On days when this student is absent, teaching is easier. SA-A-U-D-SD
11. This student wants the help of the teacher even though his behavior may not show it. SA-A-U-D-SD
12. I believe that the information contained in the educational plan for this student has contributed to his successful performance in my class. SA-A-U-D-SD